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ABSTRACT

This volume integrates critical curriculum theory with best practice, extending John Dewey's and Maxine Greene's progressive educational philosophy into these two realms. The authors of the seven essays selected four theoretical topics and then applied these theories to practitioners' work. The book was constructed around a series of conversations in which Vermont curriculum leaders read and critiqued four curriculum-theory essays and provided feedback to the authors about ways that their ideas could be made more accessible and relevant. The book is based on the premise that theoretical work and the work of practitioners are mutually enriched by a continuous reflection on practice and by selected critical theorizing. Each chapter's author provides specific guidance on how his/her form of "emancipatory knowing" can be used to reflect on the practice of democratic curriculum leadership. The chapters are: "The Journey of Democratic Curriculum Leadership: An Overview" (James G. Henderson); "The Practice and Critical Study of Democratic Curriculum Leadership" (Kathleen R. Kesson); "Deliberation To Develop School Curricula" (Gail McCutcheon), "Understanding Curriculum Systems" (Noel Gough); "Critical Democracy and Education" (Joel Kincheloe); "Toward a Curriculum of Mythopoetic Meaning" (Kesson); and "Three Personal Reflections (Henderson, Kesson, Kerrin A. McCadden)." The members of the study group are introduced in chapter 2, and details on the educational environment in Vermont are incorporated into chapter 6. (Contains an index.) (RJM)

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